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## Current Events

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[Edited by Clarence W. Gleason, Roxbury Latin School, Roxbury, Mass., for the territory covered by the Association of New England and the Atlantic States; Daniel W. Lothman, East High School, Cleveland, Ohio, for the Middle States, west to the Mississippi River; Walter Miller, University of Missouri, Columbia, Mo., for the Southern States; and by Frederick C. Eastman, the University of Iowa, Iowa City, Iowa, for the territory west of the Mississippi, exclusive of Louisiana and Texas. This department will present everything that is properly news—occurrences from month to month, meetings, changes in faculties, performances of various kinds, etc. All news items should be sent to the associate editors named above.]

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### New England

At the annual meeting of the Classical Association of New England, held at Worcester, Mass., April 11 and 12, the following officers were elected for the coming year: *President*, Henry Pennypacker, of the Boston Public Latin School; *Vice-president*, Professor George M. Chase, of Bates College; *Secretary and Treasurer*, Professor George E. Howes, Williams College; Members of the Executive Committee: Miss Alice M. Wing, Springfield (Mass.) High School, and Professor S. E. Bassett, University of Vermont.

*Harvard University.*—At the April Classical Conference the following papers were read: "The Relation between the Satires and the Odes of Horace in Methods of Composition," Mr. R. K. Hack; "Satyrus' Life of Euripides," Professor Clifford H. Moore; "An Old Latin Version of Euripides," Professor Charles B. Gulick.

### New York

*Catskill High School.*—M. R., an alumna of the school, furnishes the following account of the Second Annual Latin Rhetorical:

"Being an alumna of Catskill High School, I was very glad a week or two ago to be able to visit my Alma Mater and see the production there of *A Roman Wedding*. As it happens, I am not teaching the classics at present, but this play filled me anew with enthusiasm for them and reminded me of the happy days when I was studying Latin and Greek at college.

"The program announced the 'Second Annual Latin Rhetorical—Under the Auspices of the Philhellenes,' a club composed of members of the Virgil and Cicero classes. The program was divided into three parts, of which the *Roman Wedding* was the first

"When the curtain rose for the first scene, 'The Betrothal,' a very pretty stage came to view. Against a green background and quantities of flowers, gleamed four white pillars, and nearer the foreground were several couches and a small table. Terentia, tall and blue-filleted, seemed perfectly at home. Cicero took his part well, and so did young Marcus. The report card scene was delightful. Tullia, with her dark hair and red fillets, made a very pretty bride,

whom the tall Lucius might well seek to win. Throughout the play, the Latin was so clearly pronounced that you could follow what was being said and done without trouble, though you might not understand every word or sentence. You forgot that these were high-school boys and girls. This seemed to be the fiftieth marriage contract that these good Romans were signing, rather than the first for the Philhellenes.

"The wedding procession was one of the prettiest parts of the play. The torches and the flower-wreaths on the Romans' heads, and the wedding hymn made a charming effect. It stirred up to a high pitch the enthusiasm for Latin and Rome, for the pupils who were acting so well, and for the teacher who trained them.

"The second part of the program consisted of two scenes from Shakespeare's *Julius Caesar*, and again the audience had reason to applaud. The last part presented five scenes from Ovid, two, *Apollo and Daphne*, and *Andromeda and Perseus*, in the form of tableaux, and the others, *Pyramus and Thisbe*, *King Midas and the Golden Touch*, and *Philemon and Baucis*, short dialogues.

"A short account of the rhetorical was written by one of the high-school boys and printed in a Catskill paper. It closes with the words: 'The entire performance was one of great merit, showing that the pupils had entered it with an earnest spirit and a resolve to make good. Too much praise cannot be given to Miss Root, who trained the scholars.' This last I heartily second, and so must we all feel who have been well trained by a splendid teacher of the classics.

M. R."

### Pennsylvania

*Philadelphia High School for Girls*.—Miss Jessie E. Allen, head of the Classical Department, writes: "I am sending the inclosed program of a little entertainment, recently given by the students in our Greek classes, with the thought that some other teacher in the secondary school may find it suggestive, as I have many times been helped by similar suggestions printed in the *Classical Journal*."

#### ΠΡΟΓΡΑΜΜΑ

τῶν Διαλόγων τῶν Ὀμήρου καὶ Θεοκρίτου καὶ  
Ἀριστοφάνους διδαχθησομένων  
ἐν τῷ Μεγάλῳ,  
τῇ τρίτῃ Ἀπριλίου, 1913  
τῇ πρώτῃ ὥρᾳ μετὰ μεσημβρίας.

1. Greeting (original): Scenes from the Lives of Greek Women.
2. Prologue (original).
3. Parting of Hector and Andromache (adapted from Homer's *Iliad*, vi, 407-93).
4. Dance (original).
5. "Votes for Women" (adapted from the *Ecclesiazusae* of Aristophanes).

Scene at Athens, 392 B.C.; time, a little before sunrise. (In the dress of men the women steal into the public Assembly, and by means of the majority of voices which

they have thus obtained, they decree a new constitution. The scene here given represents their meeting and rehearsal in the street just before they enter the Assembly.)

6. A Friendly Call (adapted from the fifteenth Idyl of Theocritus).

Scene at Alexandria, 280 B.C. (That the audience may the better appreciate the thoroughly modern spirit of the dialogue, it was first given in English.)

7. A Game of Ball (Homer's *Odyssey*, vi. 99-111).

### Ohio

*Cleveland.*—On the evening of March 28, 1913, the students of Glenville High School of Cleveland presented the *Antigone* of Sophocles. The Plumtre translation was used. Three of the choral odes with the Mendelssohn music were rendered. Although the piano was the only accompaniment for the odes, the orchestral music was used effectively during the entry of the priest at the beginning of the play.

It required about two months, with three rehearsals a week on an average, to get the play ready. The parts were well taken, especially that of Antigone. The costumes were rented from a local costumer, who made the costume of Antigone especially for this occasion. By the help of the scenic artist of a local playhouse, scenery representing the façade of the Greek temple was constructed at a small cost. The remainder of the equipment necessary for staging the play was made by the students.

The most gratifying feature in connection with the play was the interest manifested by the student body. Although the students for years had been used to ordinary plays of comedy, an enthusiasm was aroused among them which made the play a success, not only artistically but also financially.

### Wisconsin

*Milwaukee.*—November 5, 1909, a meeting was held in the Auditorium Hotel at Milwaukee to form a Latin League of Wisconsin colleges. There were present representatives of the Latin departments of six colleges: Beloit, Carroll, Lawrence, Milton, Milwaukee-Downer, and Ripon. These colleges later filed articles of incorporation with the Secretary of State at Madison, and, under the laws of Wisconsin, were granted a charter authorizing the formation of such a league.

Immediately after the organization of the League, a canvass was inaugurated to secure a permanent endowment fund of \$5,000. This canvass was meeting with moderate success when, on August 14, 1911, a letter was received from Mr. Felix Wettengel to the effect that if the League would secure and deposit with its trustees the sum of \$2,500 by June, 1912, he would make good the other half of the proposed fund. The income of \$5,000 was to be offered as an annual prize which Mr. Wettengel, as was his privilege, named "The Louis G. Kirchner Latin Memorial Prize."

The League held its first annual contest at Milwaukee, April 11, 1913. The contest was in the form of a competitive examination, in which twenty candi-

dates participated. There were two sessions: the forenoon session of two and a half hours was devoted to sight translation; the afternoon session of one and one-half hours to Latin composition. Professor M. S. Slaughter and his colleagues of the Latin Department of the University of Wisconsin set the questions and read the papers submitted.

There were offered for composition a cash prize of \$250, three medals (one each in gold, silver, and bronze), and a trophy cup. This cup is awarded to the college that sends the strongest team and is to be retained until the next annual event. The cash prize and the medals are endowed and will be awarded annually.

### Missouri

*Clinton High School.*—the students of Miss Melton's Latin classes, coached by Mrs. W. M. Godwin and Miss Melton on a recent occasion gave *Dido, the Phoenician Queen*, a dramatization in English by Professor Miller, of the University of Chicago, of the Dido incident in Vergil's *Aeneid*.

The play was successful from every point of view. In the first place, the drama is directly connected with the class work; and the Latin students and the audience witnessed a representation that made clearer to everyone and fixed more firmly in mind a part of the story of one of the world's greatest classics. The proceeds of the entertainment will be used to buy lantern slides illustrative of the books studied in the Latin department of the school.